

2019-2020

EPP Bachelor Performance Report

Brevard College



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Institution

Brevard College, located in Brevard, North Carolina, is a liberal arts college of approximately 703 students, offering more than 40 majors and minors and a teacher licensure program. Founded in 1853, Brevard College is the oldest college or university in the mountains of Western North Carolina. The original purpose of the College, “to give young men and women in the mountains of North Carolina an opportunity for education,” has been expanded to provide our students with programs and opportunities that help them prepare for meaningful vocations, responsible citizenship, and lifelong personal and professional development. In 2019-2020, Brevard College hosts a diverse student body of whom approximately 40 percent are from outside of North Carolina including several foreign countries and 33 percent of students are representatives of minority sub-groups. The Teacher Education Program was granted temporary authorization by the North Carolina State Board of Education in January of 2005. Permanent State approval and National Accreditation by TEAC (Teacher Education Accreditation Council) followed in Fall

2009. In 2019-20, teacher licensure is available in eleven areas: K-12 Art, Music, Theatre, and Health and Physical Education; Agricultural Education (7-12); Secondary (9-12) English, Mathematics, Science, and Social Studies; and K-6 Elementary. Early Childhood Education (B-K) was officially approved by the NC State Board of Education in Spring 2019.

Special Characteristics

Brevard College is distinct among liberal arts colleges because of its strong and historical commitment to experiential education in a highly personalized learning environment. Its educators purposefully engage with learners in direct experience and focused reflections in order to increase knowledge, develop skills, and clarify values. Students at Brevard College are required to complete a challenging interdisciplinary, liberal arts core curriculum that includes a freshman first year experience, an environmental perspectives course, a Humanities linked learning community, a technology literacy course, a senior capstone experience and approximately 40 distribution requirements that provide students exposure to a variety of fields of learning. This General Education Curriculum affirms a lifelong learning engagement that is enhanced and focused by a student's major. The Teacher Education Program offers students the Professional Studies Courses and field experiences that prepare them to successfully receive a NC teacher's license and teach in their particular field of major study.

Besides the strong liberal arts focus, the Brevard College Teacher Education Program offers several special characteristics that distinguishes it from other teacher education programs. The Teacher Education Program is housed in Brevard College's Experiential Education Division, and the Wilderness Leadership and Experiential Education major (WLE) collaborate in providing experiential learning to candidates: WLE 220, Theory and Practice of Experiential Education is a required course for all Elementary and 9-12 licensure areas. The course work in the Teacher Education Program provides modeling of best practices and features a strong experiential base that includes classroom observation and experiences attached to numerous courses. The program emphasizes reflection and active learning; students apply the theory they have learned in their college classrooms to help facilitate their activities in the public schools. Partnering school systems provide valuable field experience for teacher education students. All teacher education students are required not only to student teach, but as early as their freshman year, to observe and complete practicums in diverse public school and after-school educational settings, and to participate in professional learning communities with in-service teachers and educational leaders in the region.

The College also has strong resources for students with learning disabilities and differences. Consequently, the licensure candidates are a part of a learning environment that is student-centered and respects diversity. Because of the small size of the program, the Education faculty, Brevard College faculty and staff, and community members often forge strong mentor relationships with the students, and these relationships are often maintained after graduation.

Overall, Brevard College Teacher Education Program may best be described as a small, boutique program that exposes teacher candidates to quality content and pedagogical knowledge, differentiates and personalizes learning for our candidates, emphasizes experiential and project-

based learning, and prepares educators to lead the next generation of learning communities in a diverse and dynamic world.

Program Areas and Levels Offered

All programs are offered at a bachelor level or for licensure-only to post-baccalaureate candidates. Licensure Programs offered include the following: 9-12 in English, Mathematics, Science, Social Studies; K-12 in Art, Music, Health and Physical Education, Theater; K-6 Elementary; 7-12 Agriculture, and Early Childhood (B-K) Education.

Pathways Offered (Place an 'X' under each of the options listed below that your IHE provides)

Traditional	Lateral Entry	Residency
X	X	X

Brief description of unit/institutional efforts to promote SBE priorities.

For the report, briefly describe your current efforts or future plans to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

Our Teacher Education Program does not prepare Special Education Licensure candidates but we prepare all students to effectively teach students with disabilities. Required Course EDU 205 “21st Century Teachers and Learners,” explicitly teaches the theory of growth mindset and requires all students to mentor “at-risk” and diverse learners in the schools and afterschool programs in a service learning partnership. In preparation for their service learning in the schools, students discuss in class the concept of teaching to the whole child and systems like the multi-tiered system of support (MTSS) and larger school-based strategies for social-emotional learning (SEL) and academic support systems like RTI (Response to Intervention.) Teacher candidates are introduced to the Framework for Universal Design for Learning (UDL). Also in EDU 205, students learn to work in collaborate teams, preparing them for their future roles on school teams where they must review student data, co-plan targeted instruction, and collaboratively team teach. Students are introduced to culturally and linguistically responsive pedagogy through readings, classroom discussions, and reflections on their observations and experiences at their service-learning sites.

Required course EDU 303: Diverse and Exceptional Learners requires all students to participate in a 15 hour field experience observing special education teachers or classroom teachers as they model co-teaching, differentiation and inclusion in their classrooms. In order to prepare our teacher candidates to meet Standard II of the NC Professional Teaching Standards, "Teachers

establish a respectful environment for a diverse population of students," we annually host a Diversity Forum featuring guest presenters and mini-workshops on a variety of teaching challenges and opportunities. For example, every March we host TEACCH (a leading Autism organization) and an "Understanding Friends" workshop on Autism. All students in EDU 303 learn to read and write IEPs for hypothetical students.

Lesson Plan templates introduced in EDU 305: Facilitating Instruction, ask students to differentiate instruction and assessment for at least three students with disabilities or exceptionalities. Across the last few years, we have purposefully embedded language and prompts from edTPA assessments to develop our candidates' ability to reinforce how cultural assets and differentiation need to be part of the teacher's instructional plan.

In EDU 401, Student Teaching Seminar, all teacher candidates are required to attend an IEP meeting and meet with a Special Education teacher. The student teacher is required to show differentiation of lesson designs and assessments to accommodate all diverse learners in their classroom. edTPA assesses this ability in the required national performance-based assessment.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

A local EL teacher provides a workshop to teach best practices and strategies for EL students during EDU 305, "Facilitating Instruction," and/or in our evening required Diversity Forum sessions. This workshop helps to debunk myths/misconceptions about EL learners as well as offer evidence-based teaching strategies to help students succeed. Many of our students in EDU 205, "21st Century Teachers and Learners," work with EL students in a local homework club that serves the Latino community. In EDU 305, students are also introduced to WIDA English Development Language Standards as they learn resources for planning and implementing language instruction and assessment for multilingual learners as they learn academic content.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

All methods classes in each licensure area must address the goal of helping students integrate technology into their content knowledge pedagogy. Students in EDU 205, "21st Century Teacher and Learners," and EDU 304, "Teaching in the Digital Age," learn about two important frameworks that help guide teachers in integrating technology into the learning environment: TPAC (Technological, Pedagogical and Content Knowledge) and SAMR (Substitution, Augmentation, Modification and Redefinition) and practice creating, writing and implementing lessons that apply these frameworks. Students design lessons with principles of universal design for learning that use varied methods, materials, and assessment, so they can meet the needs of all students. Some technology introduced and used in these classes include the use of Google classroom and Google sites for ePortfolio assessment, blogs, on-line discussion forums, and apps for learning and assessment in diverse content areas. Each teaching candidate must complete Google Educator certification in EDU 304.

In EDU 304, "Teaching in the Digital Age," teacher candidates develop a framework for evaluating tablet devices and mobile apps for instruction, classroom management, and assessment in their particular content area. In doing so, they research best practices in identifying and selecting technology-based resources for classroom use and learn knowledge, skills, and learn work processes representative of an innovative professional in a global and digital society. The candidates will apply the SAMR model to integrate technology within lessons they design. Each of their lesson plans in EDU 401, Student Teaching Seminar must integrate appropriate technology for both designing and implementing learning experiences as well as use technology for formative and summative assessment in a variety of ways for a diverse array of learners.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Every teacher licensure student is required to take EDU 304: Teaching in the Digital Age. The description of this class reads as follows: "Students will explore technologies and applications as they relate to the teaching and learning process. Activities in this course focus on technology as a tool for communication, presentation, assessment, data management and analysis, and instructional decision-making. Critical thinking skills will be emphasized as students are taught to analyze and evaluate available classroom technologies. Students will also be exposed to new and emerging technologies that have merit for effective classroom use, as well as good instructional design in the technology-rich learning environment." One specific assignment in this class asks teacher candidates to look through and analyze data sets that mirror the kinds of data that a typical school would look at (DIBELS scores for example.)

During EDU 313: Methods in Teaching Reading, our candidates observe master classroom teachers completing mCLASS 3D reading assessments and beginning in Fall 2013 our candidates use iPads to complete mock benchmark assessments. Progress monitoring software may be different in each county or system; therefore, we attempt to examine a variety including AIMS WEB and other benchmarking tools; we do know that mCLASS is a statewide initiative and so a respectable amount of time is dedicated to building candidates' familiarity with this assessment tool. We also know that upper elementary teachers need to be familiar with the online writing assessment system as well as performance-based Measures of Student Learning.

Improving our ability to prepare all of our teacher candidates for teaching in the digital world, our faculty participate in digital professional development throughout the year. The faculty member teaching EDU 304 annually attends Digital Learning Research Symposiums/Conferences sponsored by the Friday Institute and Department of Public Instruction. Faculty members of the Teacher Education Program participate in workshops on technology sponsored by local, state, and national organizations.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Integration is a critical skill when teaching, especially in elementary school. Teaching candidates are expected to find ways to integrate arts instruction in our Science and Social Studies Methods class. A full day observing at one of our partner schools, an expeditionary learning charter school, demonstrates to our candidate's ways to collaborate with the school's art and music teacher to enhance and enrich the curriculum. Candidates are then expected to develop unit plans that incorporate aspects of art instruction. EDU 314 Methods in Teaching of Elementary Language Arts and the Arts is a required class for all elementary majors and prepares students to use interdisciplinary strategies for classroom engagement with an emphasis on Art across the curriculum. As of Fall 2014, each elementary education candidate will take an additional course in Visual Arts in their Program of Study to help prepare them with content knowledge to use for future integration of Arts in their curriculum planning.

As of Fall 2014, all teacher licensure candidates are required to participate in a project-based workshop led by an Expeditionary Learning trainer. One objective of the workshop is for students to learn how to create and teach integrated units based on their required content standards using arts education. Other goals of the workshop are as follows: to help the future teachers (1) consider the benefits of arts integrated learning while gathering ideas for effectively reaching all students; (2) imagine the possibilities that arise when you bring the arts—visual arts, dance, theatre, and music—together with the Essential Standards (3) investigate strategies for engaging students in deep and meaningful processes as they creatively explore connections between the arts and math, science, social studies and language arts; and (4) reflect on their comfort with the arts and build their art tool box with strategies for integration of the arts across the curriculum.

Explain how your program(s) and unit conduct self-study.

Self-Study for Brevard College Teacher Education Program is formative and on-going with annual and five year summative touchpoints of collected data with analysis that generate program changes for improvement. The following is a brief summary of the process and methodology use in our “Self-Study.”

Besides the annual Title II reports and IHE Report for the North Carolina Department of Public Instruction used for Program Assessment, Brevard College has an Advisory Council of Teacher Education (ACTE) consisting of all the licensure area coordinators, a rotating contingent of LEA partners, including in-service local teachers and school administrators, retired community educators, and School Board members. This Advisory Council meets once a month to discuss assessment issues and policies. Each year an annual ACTE meeting is devoted to analyzing assessments findings and recommending program changes of the past year's graduates. Additionally, the Teacher Education Program does a Five Year Program Review which is presented to the College's Curriculum and Development Committee.

Brevard College Teacher Education Program's completers assessed learning outcomes are aligned with the North Carolina Professional Teaching Standards. Since our program is small, each one of our candidates is seen as a case study representing the strengths and weaknesses of our program. We assess our students' knowledge, skills, and dispositions in order to assess the teaching program as a whole. Thus our students and our program are in essence one in the same,

and to assess each individual student is to assess our program. This philosophical understanding is not necessarily the same for larger teaching programs that can, because of larger numbers, rely on more quantitative data for assessment.

North Carolina Professional Teaching Standards:

- Standard I: Teachers demonstrate leadership
- Standards II: Teachers establish a respectful environment for a diverse population of students
- Standard III: Teachers know the content they teach
- Standard IV: Teachers facilitate learning for their students
- Standard V: Teachers reflect on their practice
- -

The following internal and external assessments are part of our “Self-Study.” Results from these assessments are either analyzed annually or in a five year program review.

- GPA in content area classes (2.75) is checked upon entrance and exit of Program.
- Praxis 2 Content Area tests scores in all licensure areas as well as the Pearson Foundation of Reading Tests and most currently the ETS Elementary Mathematics Content Knowledge Test, are monitored to see if any changes are needed in content area instruction.
- An ePortfolio with six performance-based evidences that align with NC Standards is required from each program completer. Each evidence is annually assessed by an evaluation rubric by teaching faculty for each graduate. Every three to five years, ACTE completes an external evaluation of Evidences 1-6 on a random basis to help maintain the quality and rigor of each evidence.
- Cooperating and Supervising Teachers complete six formative narrative-based evaluations for each student teacher and one Summative assessment (*LEA/IHE Certification of Capacity*.) Each assessment has a category relating to each NC Standard. Each year the ACTE analyzes these assessments to find trends, strengths and deficiencies in candidate’s performances across NC Standards.
- Graduating students annually complete a survey with a narrative reflection on preparation strengths and weaknesses in NC Professional Teaching Standards. Education faculty and the ACTE annually analyze to better understand program strengths and weaknesses and cross references findings with other data to see emerging trends.
- Every 2-5 years, the Program collects data (self-assessments on Standards and BC Program Preparation, teaching accomplishments, leadership positions, further education) from graduate alumni surveys on preparation in content knowledge and analyzes and shares data with ACTE.
- The Program (Education Faculty and ACTE members) analyzes Candidate Satisfaction Surveys, Employer Satisfaction Surveys, and Education Evaluator Report for NC Teaching Standard 1 through Standard 5 when these reports are available from the State. These two surveys and reports are external evaluations

of graduates in the field teaching in NC Schools administered by the North Carolina Department of Public Instruction.

- As of Fall 2017, each teacher candidate must complete an edTPA teaching ePortfolio. Faculty analyze the externally evaluated scores to make program adjustments.

After analysis of all of this data annually and in a five year review process, program changes are recommended and implemented by Education faculty and the ACTE and are presented to Brevard College's Curriculum Development and Assessment Committee for approval. As Henri Bergson, French Philosopher has said, "To exist is to change, to change is to mature, to mature is to go on creating oneself endlessly."

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Every Brevard College Teacher Education class before the capstone semester of student teacher has embedded within it a clinical experience where candidates are working with K-12 students in schools or after school programs.

- In EDU 205, "21st Century Teacher and Learner," teacher candidates spend at least 15 hours in schools or after school programs tutoring and mentoring low performing and at-risk students with a Growth Mindset model. Schools and after school programs include Rise and Shine Freedom School, Rosman Elementary, Schenck Job Corps, Transylvania County Boys and Girls Club, Pisgah Forest Elementary, and Brevard Academy.
- In EDU 303, "Diverse and Exceptional Learners," teacher candidates spend time observing and volunteering with Exceptional Children classes and teachers and with content teachers demonstrating best strategies with inclusion. Field placements include, Brevard Elementary, Davidson River Alternative School, Brevard Middle, and Brevard High School.
- In EDU 305, "Facilitation of Instruction," teacher candidates observe teaching in schools that exemplify best practices in project and inquiry-based teaching. Field placement sites include Evergreen Community Charter School, Franklin School of Innovation, and Asheville High School.
- Content Method Classes: Every teacher candidate has a field placement which includes observation, mentoring, and co-teaching of at least 15 hours in a public school classroom in their content area specialty. Elementary Education candidates have four field placements covering instruction in the four content areas: math, science and social studies, reading, and language art and the arts, totaling 60 hours of field placement before student teaching.
- Each teacher candidate participates in field experiences working with low performing students during their teacher education experience, but because of logistics, they do not spend a full semester field experience in a low performing school. In 2019-20, the closest low performing school was 50 miles away and this would not be logistically possible for our students to spend a full semester interning in the school since many of our students do not have transportation until their capstone student teaching experience.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Brevard College teacher candidates begin observing and working at their school sites in their content methods classes the semester or year before their student teaching. Between the content method field experiences and the student teaching capstone semester, teacher candidates have the opportunity to observe and participate in instruction at both the beginning and end of a school semester or year.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LE As/ Sch ools wit h wh om the inst ituti on Has For mal Col lab orat ive Pla ns	1. Music and Creativity in our Schools: Brevard Academy, Transylvania County Schools, Regional Middle and High School Bands including West Henderson High School, Hendersonville High School, Blue Ridge High School, Charles D. Owen High School, North Hendersonville High School, Apex High School, Fuquay-Varina High School, Sanderson High School.
Star t and End Dat es	Partnerships and assessment clinics happen throughout the 2019-20 school year.

<p>Priorities Identified in Collaboration with LEAs/Schools</p>	<p>1.1 Model quality music assessment for teachers, 1.2 Give authentic assessment for high/middle school musicians, 1.3. Collaborate with and support regional band and chorus teachers in their instruction and assessment of their students</p>
<p>Number of Participants</p>	<p>1.1 Over 300 7-12 music students in public schools throughout the state are served and over 10 music teachers are given free professional development.</p>
<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>1.1. Assessment Clinic: ensembles are provided with taped, written comments, and a 30 minute on-stage clinic. This experience helps each program with their preparation for the state wide Music Performance Assessment in March. 1.2 Performances model quality performance practices for 7-12 music students in public schools.</p>
<p>Summary</p>	<p>1.1. Middle and high school music teachers in our public schools were provided authentic assessment for their music students; students were introduced to music instruction in</p>

ary of the Out co me of the Act iviti es and /or Pro gra ms	higher education and encouraged to pursue higher education. In all of these music partnerships between Brevard College music faculty and students and regional band and chorus programs, our public school students were provided music instructional and assessment experiences that met and enriched curriculum standards and helped develop the 21st century skill of creativity. 1.2 Music teachers were given written/recorded comments, a video of entire performance experience including clinicians' on-stage comments and suggestions.
LE As/ Sch ools wit h wh om the inst ituti on Has For mal Col lab orat ive Pla ns	2. Dropout Prevention Tutoring: Brevard Middle School
Star t and End Dat es	Inaugurated (2008-2009), project reframed 2009-2010 and continued 2010-2020
Prio ritie	2.1 Improve Self-Esteem of Middle School Girls 2.2 Dropout Prevention

s Ide ntifi ed in Col lab orat ion wit h LE As/ Sch ools	2.3 Improve 21st Century collaboration and communication skills and global awareness 2.4 Increase motivation of "at-risk" students
Nu mb er of Part icip ants	Participants in 2019-2020 included approximately 15 Brevard College faculty/students and 15 sixth grade girls.
Act iviti es and /or Pro gra ms Imp lem ente d to Ad dres s the Prio ritie s	2.1 BC's IWIL (Institute for Women in Leadership) developed a one-on-one mentoring program for middle school girls. 2.2 Weekly after-school programming by college role models includes team building activities and programs on body image, conflict-management, public speaking, bullying and professional presentation 2.3 Brevard College hosts field trips to local non-profits such as The Haven and Bread of Life.
Su mm ary of	Fifteen middle school-girls, identified by teachers and counselors as "at-risk" were mentored and provided experiences in acquiring 21st Century skills in collaboration, leadership, and conflict-management.

the Out co me of the Act iviti es and /or Pro gra ms	
LE As/ Sch ools wit h wh om the inst ituti on Has For mal Col lab orat ive Pla ns	3. General Instructional and Assessment Support: Transylvania County Public Schools: Brevard High School, Rosman High School, Brevard Middle School, Rosman Middle School and Brevard Elementary
Star t and End Dat es	On-going since 2004
Prio ritie s Ide	3.1 Help public school teachers support 21st Century and Performance-Based Assessment Experiences for their students 3.2 Help provide authentic learning experiences for public school students to learn 21st Century knowledge, skills, and dispositions

ntified in Collaboration with LEAs/Schools	
Number of Participants	Four Brevard College faculty members participated in the 2019-20 school year. Over 100 students were served and approximately five public school teachers were involved in the projects and master classes.
Activities and/or Programs Implemented to Address the Priorities	<ul style="list-style-type: none"> • Science, Math, and Education faculty members were judges for individual school and/or regional science and math fairs, giving students and teachers feedback on the projects. • One Theatre faculty member was a judge for senior projects, giving students feedback on their communication skills. • Individual faculty members, particularly in the Arts, provided master classes and skills clinics for public school students at no cost. Although the classes and clinics are taught annually, the number of students changes each year depending on the schedules of the Institution of Higher Education faculty and public school teachers. • 21 NC history students teach classes to fourth graders on NC history. • One Math Teacher proctored end-of-course exams for Davidson River School.
Summary of the Out	<p>3.1 Frequent, on-going, and sustainable learning experiences in Transylvania County Schools are possible because of this partnership and the volunteer work by Brevard College faculty and students.</p> <p>3.2 Transylvania County teachers receive assistance in performance-based assessments and authentic assessment and TCS students receive more experiential education experiences.</p>

come of the Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	4. Student Growth Mindset Mentoring Program of Teacher-Identified At-Risk Students: Brevard Academy, Schenck Job Corps, Pisgah Forest Elementary, and Davidson River Alternative School in Transylvania County, Rise and Shine, El Centro, and Boys and Girls Club, all serving public school students in improving academic skills and socio-emotional learning
Start and End Dates	Both Fall and Spring 2019-2020(This is the seventh year of the Growth Mindset Mentoring Partnership.)
Priorities Identified	4.1 Support academic, social and emotional growth of elementary and secondary students 4.2 Develop "at risk" students' ability to persist 4.3 Support struggling students through weekly contact with college mentors 4.4 Develop positive outlooks related to school achievement and success 4.5 Develop teacher candidates' ability to coach and mentor with growth mindset and perseverance as part of EDU 205

in Col lab orat ion wit h LE As/ Sch ools	
Nu mb er of Part icip ants	Approximately twenty-eight college students and twenty-eight at-risk students in the public schools and afterschool programs
Act iviti es and /or Pro gra ms Imp lem ente d to Ad dres s the Prio ritie s	4.1 EDU 205 (Fall) and EDU 205 (Spring) students visited weekly with mentees during work or recreation periods, created journals to help improve writing skills, helped with reading and math skills, and helped differentiate and personalize learning for students as well as work with at-risk students on their resilience and work ethics. Mentoring continued virtually went schools went remote.
Su mm ary of the Out co me	4.1 Modeled healthy mentor relationships 4.2 Supported students to persevere and develop a work ethic, grit, and growth mindset to improve academic skills

of the Act iviti es and /or Pro gra ms	
LE As/ Sch ools wit h wh om the inst ituti on Has For mal Col lab orat ive Pla ns	5. Guided Reading Partnership with Rise and Shine, an after-school program that serves public school students in all Transylvania County Schools
Star t and End Dat es	Grant written and received in 2012-2013; reading instruction and enrichment began 2013-2014 school year; program continued through 2019-2020 academic year
Prio ritie s Ide ntifi ed in Col	5.1 To provide a balanced literacy program for fifty students in grades K-12 5.2 To improve the literacy proficiency of all students enrolled 5.3 To help close the achievement gap for under-represented students 5.4 To provide high quality after-school instruction to students

lab oration with h LE As/ Sch ools	
Nu mb er of Part icip ants	Fall 2013: ten college students helped teach six reading groups weekly to approximately fifty young students. Spring 2014: six college students running eight reading groups. Fall 2014 - Spring 2015: four college students served approximately thirty public school students. Fall 2016: four teacher candidates and approximately forty Rise and Shine students. Spring 2017: six teacher candidates and thirty to thirty-five elementary students. Fall 2017 and Spring 2018: 5 teacher candidates and approximately 25 elementary students participated, Fall 2018 and Spring 2019: 3 teacher candidate and approximately 25 elementary students Spring 2020: 3 students and approximately 10 elementary students
Act iviti es and /or Pro gra ms Imp lem ente d to Ad dres s the Prio ritie s	5.1 Teacher candidates organized and delivered guided reading instruction. 5.2 Teacher candidates led enrichment groups related to non-fiction texts and math support.
Su mm ary of the Out co me	Program supports reading instruction in the public schools, and gives teacher candidates the opportunity to develop literacy instruction and provide enrichment and remediation to at-risk youth. Assessment will include pre-post testing on reading levels using Lexile testing material and software. Academic progress in the public schools is measured formally and informally at several intervals throughout the school year.

of the Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	6. Brevard College Library Sources and Staff Were Shared with Public Schools: All Transylvania County School students and teachers
Start and End Dates	On-going from 2012
Priorities Identified in Col	6.1 Research support 6.2 Literacy Support (Brevard College Library houses the Orton-Gillingham curriculum used to help tutors who work with students in our public schools with severe dyslexia.)

lab orat ion wit h LE As/ Sch ools	
Nu mb er of Part icip ants	Five library staff members and over 100 community students and families were served during 2019-20 school year
Act iviti es and /or Pro gra ms Imp lem ente d to Ad dres s the Prio ritie s	6.1 Research databases are shared and staff provides mentoring to seniors working on graduation research papers. 6.2 Young Adult Literature and Children's Literature is shared with elementary and middle school students.
Su mm ary of the Out co me of the	6.1 Improved research and information literacy skills for public school students, K-12 6.2 More reading by children 6.3 Good will in the community

Act iviti es and /or Pro gra ms	
LE As/ Sch ools wit h wh om the inst ituti on Has For mal Col lab orat ive Pla ns	7. Participant/Writer of Weekly Newspaper Column called "Everyday Education" in local newspaper by Director of Teacher Education: Transylvania County Schools
Star t and End Dat es	Began in August 2012 and on-going through 2020
Prio ritie s Ide ntifi ed in Col lab orat	To better inform parents and community members about teaching and learning issues in their local schools

ion with LE As/ Schools	
Number of Participants	Writers have included Brevard College's Director of Teacher Education and Elementary Education Professor, a School Psychologist, a Elementary Teacher, a Superintendent of Schools, a High School Teacher, a First Year Teacher and a K-12 Information Technology Specialist. The readership includes residents of Transylvania County, surrounding counties and out-of-state visitors.
Activities and/or Programs Implemented to Address the Priorities	Every week a column appears in the Transylvania Times to inform parents. Topics have included Common Core, 21st Century Knowledge, Skills and Dispositions, Homework Policies, Project-based Learning, and Growth Mindset, Socio-Emotional Learning.
Summary of the Outcome of the Activity	The column regularly receives letters from readers and has kept alive a dialogue in the community about important school issues including curriculum, policies, and technology issues. 21st Century teaching is about community and family involvement in our public schools.

es and /or Pro gra ms	
LE As/ Sch ools wit h wh om the inst ituti on Has For mal Col lab orat ive Pla ns	8. Teaching 21st Century Collaboration and Leadership Skills Partnership: Brevard Middle School
Star t and End Dat es	Began Spring 2015 and continued annually through 2020
Prio ritie s Ide ntifi ed in Col lab orat ion wit	Improve the 21st Century Skills (Collaboration, Leadership, and Interpersonal) of middle school students

h LE As/ Sch ools	
Nu mb er of Part icip ants	Four Brevard College WLE faculty and twenty students in WLE "Group Games and Initiatives" class, three middle school teachers, and approximately 180 eighth grade students
Act iviti es and /or Pro gra ms Imp lem ente d to Ad dres s the Prio ritie s	Full day instruction of collaborative skills with team-building activities
Su mm ary of the Out co me of the Act iviti es and	Survey reports from the middle school teachers and students were highly favorable. Teachers commented on "the enthusiasm of the students"--"This fieldtrip is becoming a highlight of the semester for our students" and appreciated "the collaboration and leadership skills taught." We all hope that this will carry over into classroom behavior and academic success.

/or Pro gra ms	
LE As/ Sch ools wit h wh om the inst ituti on Has For mal Col lab orat ive Pla ns	9. Diversity Forum: Transylvania, Henderson and Buncombe County Schools
Star t and End Dat es	Tuesday and Thursday evenings in February-April, 2020. This is the fifth year of the Diversity Forum and it is becoming an important educational program for our college and community. Public radio did a story on the forum this year and more area public school teachers attend each year. Unfortunately, this year because of COVID-19, we only had one forum on dyslexia in February.
Prio ritie s Ide ntifi ed in Col lab orat ion wit h LE	Series of informational session workshops on issues related to diversity including LGBT students, dyslexia, cyber--bullying, culturally relevant teaching practices, and immigration and ELL students.

As/ Sch ools	
Nu mb er of Part icip ants	More than 20 local community members, classroom teachers, and teacher candidates.
Act iviti es and /or Pro gra ms Imp lem ente d to Ad dres s the Prio ritie s	Invited larger educational community to participate in the forums to learn and grow their ability to "welcome all students in the classrooms"
Su mm ary of the Out co me of the Act iviti es and /or Pro	Local teachers participated on a voluntary basis to grow their awareness of social equity and diversity issues in our schools.

grams	
LEAs/ Schools with whom the institution Has Formal Collaborative Plans	10. The Democracy Project: Brevard Middle School, Rosman Middle School, Brevard Academy,
Start and End Dates	First year was Spring 2018; 2nd year 2019 , 3rd Year 2020
Priorities Identified in Collaboration with LEAs/	14.1. Promote Project Based Learning in the Schools, 14.2. Supplement Civics Education in our Public Schools, 14.3. Help middle school social studies teachers provide engaging and authentic learning activities to teach these aspects of NC social studies curriculum: the ability to analyze different viewpoints and access to democratic rights and freedoms, understand the ways in which conflict, compromise, and negotiations have shaped North Carolina and the United States; understand the role that citizen participation plays in societal change; understand how different cultures influence North Carolina and the United States; analyze how democratic ideals shape local, state, and national governments.

Schools	
Number of Participants	One College education professor, one Brevard College faculty speaker, 4 former retired educators, 8 middle school teachers and approximately 250 middle schools students.
Activities and/or Programs Implemented to Address the Priorities	This partnership collaborates with middle schools in the county to schedule local civic leaders and professionals who will come and speak to 7th and 8th grade classrooms, work with middle school teachers to help students create projects, provide authentic assessment for the projects, and organize an events night where middle school students and their families can come to view the young people's projects.
Summary of the Outcome of the Activities and/or Programs	Over 250 middle school students engaged in project based learning to learn standards in the North Carolina middle school social studies curriculum. In 2020, the project continually virtually and their was a virtual exhibition hall for the student work.

grams	
LEAs/ Schools with whom the institution Has Formal Collaborative Plans	11. Social Studies and ELA Enrichment: Holocaust Speaker Event: Brevard Middle School
Start and End Dates	Ongoing collaboration each spring when ENG 208: Holocaust Literature is offered.
Priorities Identified in Collaboration with LEAs/	The main priority was to enrich Language Arts and Social Studies 8th Grade Curriculum.

Schools	
Number of Participants	In Spring 2020, approximately 300 total participants, including 195 Brevard Middle School students and 10 Brevard Middle School teachers plus college students/faculty and community members.
Activities and/or Programs Implemented to Address the Priorities	Brevard College sponsored and hosted guest speaker and Holocaust survivor Dr. Walter Ziffer
Summary of the Outcome of the Activities and/or Programs	The audience listened to the speaker's story of life before, during, and after the Holocaust followed by a question and answer session.

grams	
LEAs/ Schools with whom the institution Has Formal Collaborative Plans	12. Music Appreciation Day : Transylvania County Schools with Brevard Philharmonic Orchestra
Start and End Dates	November 2, 2019
Priorities Identified in Collaboration with LEAs/	To provide an experience in the musical arts

Sch ools	
Nu mb er of Part icip ants	300 elementary students and teachers and parents
Act iviti es and /or Pro gra ms Imp lem ente d to Ad dres s the Prio ritie s	A demonstration of musical instruments and musical styles.
Su mm ary of the Out co me of the Act iviti es and /or Pro	"An enjoyable and creative experience for all."

grams	
LEAs/Schools with whom the institution has formal collaborative plans	13. STEM Education with NC School of Science and Mathematics
Start and End Dates	June 2 through June 14, 2019
Priorities Identified in Collaboration with LEAs/	Build knowledge and interest in STEM subjects

Schools	
Number of Participants	21 students from around the State and one Brevard College Physics Professor
Activities and/or Programs Implemented to Address the Priorities	<ul style="list-style-type: none"> • Inquiry taught course on the mechanisms nature uses to produce radio waves throughout the universe--mechanisms like synchrotron radiation, hydrogen atom spinflip, and radio waves from warm objects and molecular clouds. • Inquiry Project where students monitored the Earth's Moon for lunar impacts as part of a NASA-wide effort to prepare for future lunar exploration missions.
Summary of the Outcome of the Activities and/or Programs	<ul style="list-style-type: none"> • The students measured the mass of a giant molecular cloud located in the Milky Way Galaxy, and presented their results at the Annual NC Astronomer's Meeting in September 2019. • Students developed their competencies in optics, image processing, computer science, astronomy, and physics as they used telescopes with cameras and learned to critically analyze their data.

grams	
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II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	3
Female	9
Gender Neutral	0
Gender not Provided	0
Total	12
Race/Ethnicity	Number
Asian	0
African-American	0
Am. Indian/Alaskan Native	0
Hispanic/Latino	0
Native Hawaiian/Pacific Islander	1
White	11
Two or More Races	0
Race/Ethnicity Not Provided	0
Total	12

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time					
	Male		Female		Gender Neutral
Undergraduate	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native
	Asian		Asian		Asian
	Hispanic/Latino		Hispanic/Latino	1	Hispanic/Latino
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander

	White	3	White	10	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	4	Total	11	Total	0
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	3	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	3	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	

	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	1	Native Hawaiian/Pacific Islander	
	White		White	2	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	3	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Licensure Only		Residency	
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	PC	LC	PC	LC	PC	LC
Prekindergarten						
Elementary		4		1		
Middle Grades						
Secondary		1				
Special Subjects	1	2				
Exceptional Children						
Vocational Ed						
Special Services						
Total	1	7	0	1	0	0
Comment or Explanation						

D. Undergraduate program completers in NC Schools within one year of program completion.

2018-2019		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Brevard College	9	100	67
Bachelor	State	3617	83	70

E. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2019-2020.

LEA	Number of Teachers
Transylvania County Schools	21
Henderson County Schools	12
Buncombe County Schools	9

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	27.00
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN CORE-Combined	486.00
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.50
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment or Explanation:	

G. Scores of student teachers on professional and content area examinations.

		1st Year		2nd Year		3rd Year		4th Year	
Cohort	License Area	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Tests Takers	Pass Rate
2016	Elementary (grades K-6)	1	*	1	*	1	*	1	*
2016	Math (grades 9-12)	1	*	1	*	1	*	1	*
2016	Institution Summary	2	*	2	*	2	*	2	*
2017	Health and Physical Ed	1	*	1	*	1	*		
2017	Math (grades 9-12)	1	*	1	*	1	*		
2017	Music	2	*	2	*	2	*		

[illegible]

H. Time from admission into professional teacher education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	2	6	0	0	0	0
U Licensure Only	1	0	0	0	0	0
Part Time						

	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Residency	0	0	0	0	0	0
Comment or Explanation:						

I. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full- time in institution	Appointed part-time in professional education, not otherwise employed by institution
2	8	1

J. Field Supervisors to Students Ratio (include both internships and residencies).

4/9

K. Teacher Effectiveness.

Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first year of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of 'developing' to 'distinguished'. Effective 2010-2011, at the end of their third year beginning teachers must be rated 'proficient' on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are 'does not meet expected growth', 'meets expected growth', and 'exceeds expected growth'. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model. Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A. Additional information about Educator Effectiveness is available at:</p>

<https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model>

Due to Covid-19 data for this section was unable to be collected.